



Module 4: Why is EMI conducted?





- A number of reasons behind the drive towards EMI around the globe





- Lack of educational materials in certain languages (Gill, 2004; Shamin, 2008)
- English seen as a neutral language





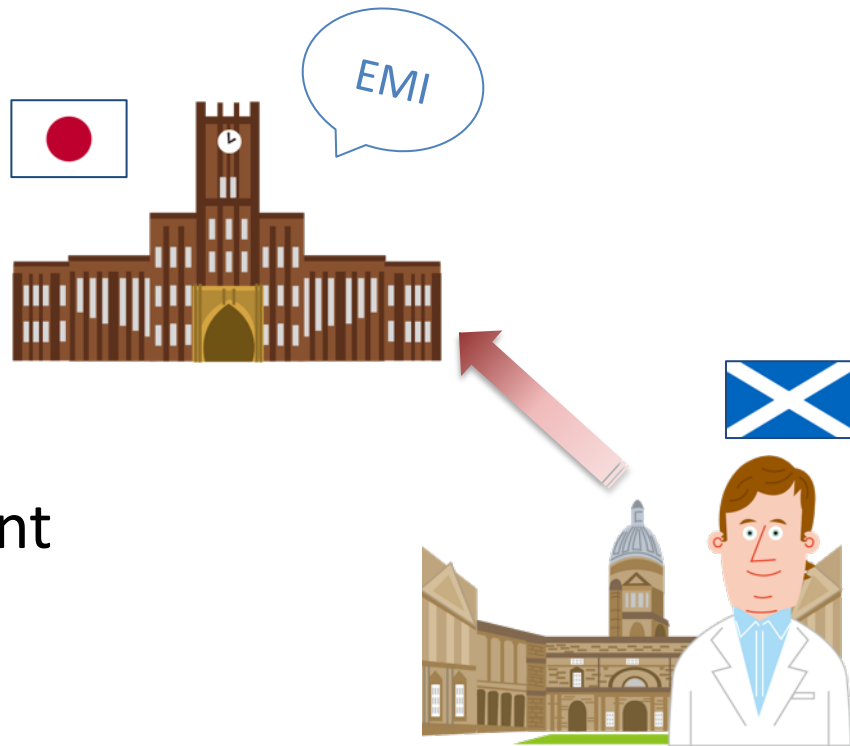
- Gaining access to cutting-edge knowledge
- Increasing global competitiveness
- Increasing an institute's income
- Enhancing student and lecturer mobility
- Enhancing the employability of graduates
- Improving English proficiency
- Reflecting developments in English language teaching (ELT)
- Using English as a neutral language

(Galloway et al., 2017)



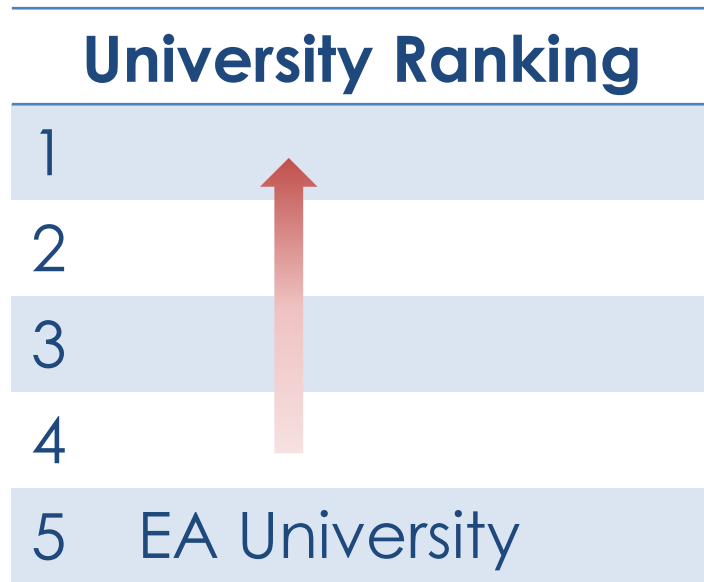


- Internationalise higher education
- Access cutting-edge knowledge
- Contribute to 'brain gain'
- Attract international student and faculty



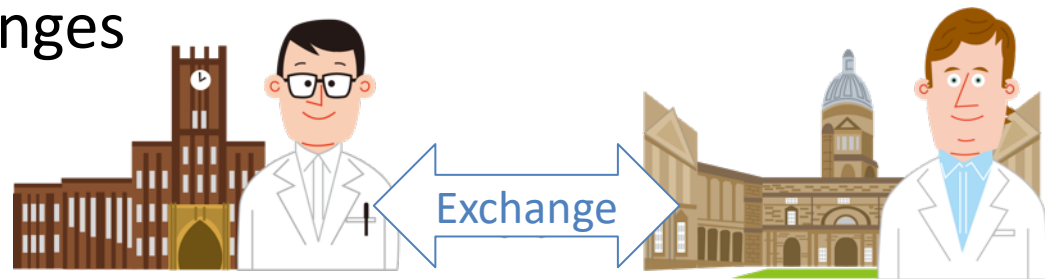


- Raise international and research profile of an institution
- Move up domestic/international rankings





- Secure funding
- Internationalise curricula
- Foster international partnerships
 - Exchange programmes
 - Degree-conferring programmes
 - Faculty exchanges





- Help institutions compete globally
- Increase the university's global visibility in domestic / international rankings



EMI in China

- ‘Excellent’: Higher education institutions (HEIs) offering 10% of all courses in English
- ‘Poor’: HEIs offering few courses or none in English

(Hu and Lei, 2014)





EMI in South Korea

- The 1999-2012 Brain Korea 21 Project: The percentage of EMI courses – the “*degree of internationalisation*” (Byun and Kim, 2011, p.480)
- Brain Korea 21 Plus 2013-2019 : “*qualitative leap rather than focus on quantitative growth*” (Suh and Park, 2014, p.75)





EMI as means of...

- Compensating for shortages of revenue at the domestic level (e.g. dwindling domestic enrolment in Japanese rural areas)

Generating income through international students' tuition fees





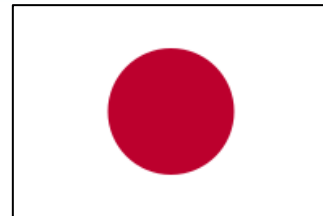
EMI as means of...

- Improving the income base through tuition fees from international student recruitment (Wächter and Maiworm, 2014)





EMI policies in Japan



- *Global 30 Project (2009 - 2014)*
- *Go Global Japan Project (2012 - 2016)*
- *Top Global University Project (2014 - present)*

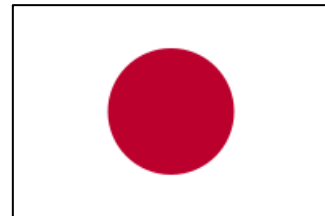
Increasing global
competitiveness

Raising the
university's profile

Attracting
international
students



EMI policies in Japan

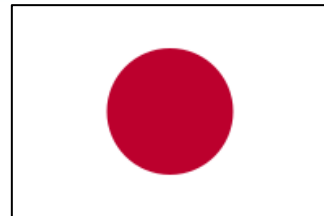


- *Global 30 Project* (2009 - 2014)
 - Backed up by funding of ¥400 million
 - Establish EMI programmes at 30 top universities
 - Aimed to attract 300,000 international students by 2020
 - Only 13 universities had participated the programme.

(Source: <http://www.mext.go.jp/en/index.htm>)



EMI policies in Japan



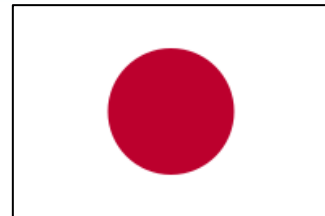
- *Go Global Japan Project (2012 - 2016)*
 - Develop international education at 42 universities
 - Aimed to foster an outward-looking and global perspective amongst its student body

(Source: <http://www.mext.go.jp/en/index.htm>)



EMI policies in Japan

- *Top Global University Project* (2014 - present)
 - Funded 37 selected universities
 - Enhance international compatibility and competitiveness

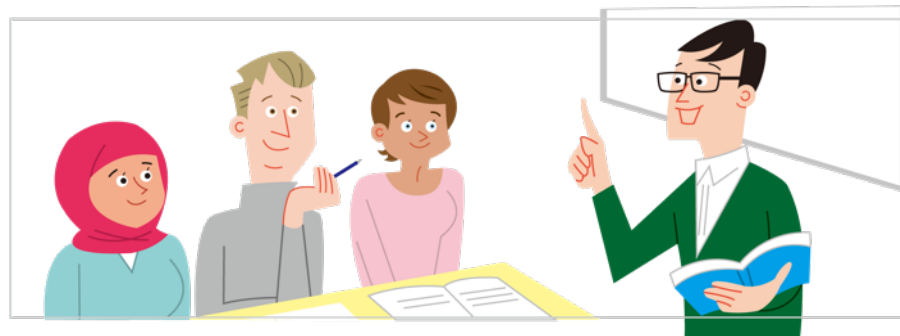


(Source: <http://www.mext.go.jp/en/index.htm>)



Enhancing student and lecturer mobility

- Attract talented students
- ‘Brain gain’ (Wächter and Maiworm, 2014)
- Raise research profile of HEIs
- Generate income through tuition fees





- Enhancing the employability of graduates
- Fostering intercultural competence
- Prepare students for the increasingly internationalised job market





- Desire to improve the English proficiency
- English as a language of prestige
- Government objectives to develop national human capital that can speak English





English as a global language is now a factor that needs to be taken into account in its language policy by any nation state

(Spolsky, 2004, p. 9)



- The Japan Business Federation (*Keidanren*) placing pressure on the Ministry of Education to improve the quality of English education
- “*changes in society*” (Keidanren, 2017, p.1).
- An increased emphasis on...
 - Communicative teaching methods
 - Teaching *in* English



Reflecting developments in English language teaching (ELT)

East Asia

- Preference for grammar translation
- Direct translation from students' first language into the target language



Reflecting developments in English language teaching (ELT)



Focus on Form



Communication



CLT (Communicative language teaching)

- Increased focus on teaching in English
- Authentic English
- Content-based approaches



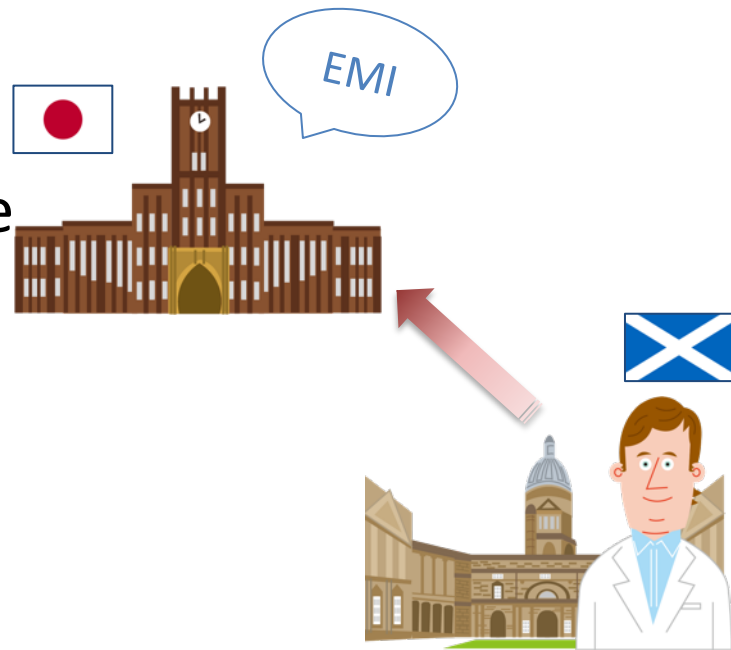


- Improvement of English proficiency as...
 - The rationale behind the government's promotion of EMI
 - One of the key motivating factors behind student enrolment (Galloway et al., 2017)
- Little research measuring the effectiveness of EMI in meeting these goals



Recap [Reasons behind the drive towards EMI]

- Internationalise universities
- Access cutting-edge knowledge
- Contribute to 'brain gain'
- Attract international students and faculty





Recap [Reasons behind the drive towards EMI]

- Generate revenue
- Raise the international and domestic profile
- Move up rankings

University Ranking

1

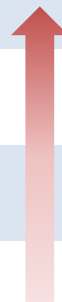
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3

4

5

EA University





Recap [Reasons behind the drive towards EMI]

- Student and faculty mobility
- Enhance the employability of graduates
- Foster intercultural competence





Recap [Reasons behind the drive towards EMI]

- Improve English proficiency



Recap

- Developments in English Language Teaching (ELT) towards more communicative and student-centred models



Focus on Form



Communication



Recap

- Some governments' desire to improve the English proficiency through EMI
- Little research measuring the effectiveness of EMI in meeting these goals!





Thank you for watching